DOCUMENT RESUME

ED 362 723 CE 064 779

TITLE	Idaho Adult Career Development Program Model. A Comprehensive Guide To Assist Institutions in Meeting the Personal, Educational, Occupational, and Career Planning Aspirations of Adults.
INSTITUTION	Idaho State Occupational Information Coordinating Committee, Boise.
PUB DATE	Jan 93
NOTE	56p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Development; Adult Education; *Adult Programs; Career Change; Career Counseling; *Career Development; *Career Guidance; Career Planning; *Guidance Programs; *Models; Postsecondary Education; Program Development; *Program Implementation; State Programs; Statewide Planning; Vocational Education
IDENTIFIERS	*Idaho; National Career Development Guidelines

ABSTRACT

This document presents a model for career development programs to equip Idaho adults with personal competencies to make appropriate and satisfying career choices and transitions. This model is intended for colleges of applied technology in Idaho's postsecondary vocational-technical educational system. Part I is the program model, which includes three competency domains: self-knowledge and personal development, educational and occupational exploration, and career planning and development. Specific skills within these domains are listed as competencies that are followed by indicators. Components required for delivery of a comprehensive adult career development program (instructional services, responsive services, individual planning, and program management) are listed with suggested delivery methods. Part II lists the organizational support suggested for staffing, facilities, budget, materials, and advisory committee. Part III describes steps for program implementation at the local level: establishing institutional commitment, forming a steering committee, analyzing current practices, involving organizational staff, determining specific needs, establishing local competencies, setting priorities, and planning for change. Part IV presents a system for measuring program success in terms of program operation and student/adult outcomes. Appendixes include 8 references, 21 resources, and sample tools for program development and implementation at the local level. (YLB)

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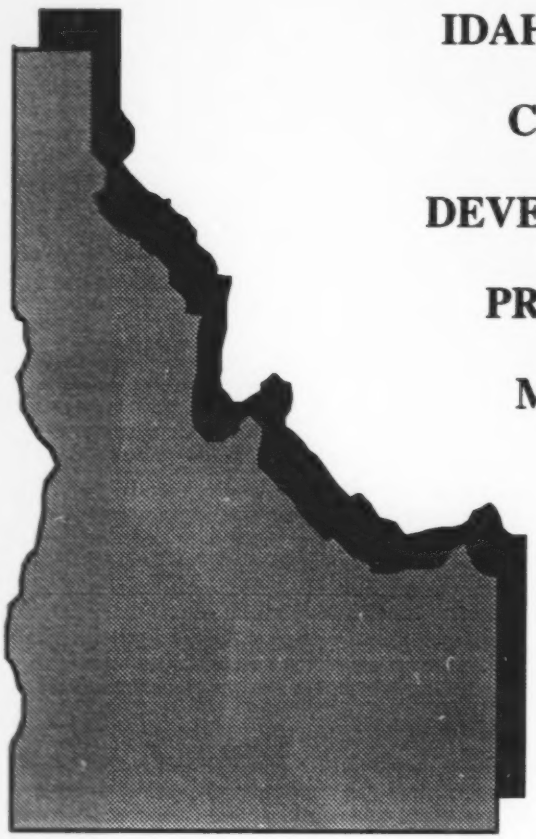

IDAHO ADULT CAREER DEVELOPMENT PROGRAM MODEL

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A Comprehensive Guide to Assist Institutions in meeting the Personal, Educational, Occupational, and Career Planning Aspirations of Adults

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January 1993

TABLE OF CONTENTS

Preface iv

Acknowledgments v

Introduction 1

Mission Statement 3

General Benefits 4

Part I: Program Model

- Adult Career Development Domains 5
- Program Delivery Methods 9

Part II: Structural Resources

- Staffing 12
- Facilities 12
- Budget 12
- Materials/Equipment 12
- Advisory Committee 13

Part III: Implementation

- Establishing Institutional Commitment 14
- Forming a Steering Committee 14
- Analyzing Current Practices 15
- Involving Organizational Staff 16
- Determining specific Needs 19
- Establishing Local Competencies 16
- Setting Priorities 17
- Planning for Change 18

Part IV: Evaluation

- Program Delivery Methods 19
- Structural Resources 19
- Student Adult Outcomes 19

References 20

Bibliography 21

Appendices

- A. Activity Form 24
- B. Individual Career Data Form 25
- C. Time and Task Analysis Sheet 29
- D. Self-Assessment of Staff Development Needs Form 30
- E. Adult Needs Survey 31
- F. Program Matrix Guide Form 35
- G. Program Evaluation 43

PREFACE

Career development has become increasingly important in recent years due to changes in the economy, technology, and attitudes of employers and employees. The development of an Idaho Adult Career Development Program Model came about as the result of the recognized need to provide a holistic approach to career development for the adult population.

Numerous studies and reports on a state and national basis refer to the need to transform our educational system and our work force to regain leadership in our global society and economy. In *Preparing for Idaho's Future—An Action Plan for the 21st Century (1991)*, the task force indicated that Idaho needs to formulate a vision of what schools need to do to provide people with the skills, abilities, and knowledge they will need to be fulfilled individuals, able workers, and fully functioning citizens.

A set of National Career Development Guidelines was developed by the National Occupational Information Coordinating Committee and endorsed by a broad-based group of organization representatives, professional counselors, administrators from state agencies, educational institutions, the National Alliance of Business, and a nationally recognized panel of experts in career development, guidance, and counseling. The Guidelines represent a major nationwide effort to foster career development at all levels. They are a competency-based approach to career development that serve as a blueprint for states, schools, colleges and universities, and human service agencies to plan quality career guidance and counseling programs.

Missouri was one of the first to develop a statewide career development model using the concepts of Gysbers and Henderson (1988) and Starr and Gysbers (1989). Using the Missouri model and other resources from throughout the nation, Idaho initiated its version of the Guidelines—*Idaho Comprehensive Guidance and Counseling Program Model*—in 1988 for grades K through 12. The model that follows builds upon the K through 12 model and is designed for adults in postsecondary settings. Many components are adaptable and may be of use to other organizations and private employers in meeting their career development needs.

A very special debt of gratitude is due the team of writers who gave generously of their time and talents to undertake the project. Appreciation is also extended to their employers—the institutions and organizations who afforded them the time to travel and attend meetings during the developmental process. Members of the writing team included: Steve Albiston, Idaho Falls; Jim Baxter, Boise; Tom Cahill, Lewiston; Rita Larom, Twin Falls; Kenneth Light, Pocatello; Chuck Mollerup, Boise; Karyl Myers, Twin Falls; and Jerry Tuchscherer, Moscow. The person who literally "put it all together" is Wanda Light. She spent many hours at her computer making sense of the scribbled script and dangling participles.

Many other people had direct or indirect involvement in the model's creation by giving openly and generously of their expertise, information, ideas, and materials. A few who stand out for providing momentum and inspiration are Dr. Kenneth B. Hoyt, Kansas State University; Harry Drier, Ohio State University; and Dr. Cal Crow, Highline Community College.

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ACKNOWLEDGMENTS

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A very special thank you is extended to all of the in-state professionals who contributed in a wide variety of ways in the development of this model.

On January 19, 1993, the Idaho State Board of Education adopted the Idaho Adult Career Development Program Model as the official guide for Idaho's postsecondary vocational-technical educational system. In addition, the following groups and organizations have reviewed this model and support its implementation in Idaho's postsecondary institutions.

Consortium of Vocational-Technical Institutions (CAVES)
Idaho State Board of Education
Idaho State Division of Vocational Education
Idaho Career Development Association
Idaho Career Information System Advisory Board
Idaho Counseling Association
Idaho Job Training Council
Idaho State Guidance Advisory Committee
Idaho State Council for Vocational Education
Idaho Vocational Association
Idaho Vocational Deans and Directors
Idaho Vocational Guidance Association

INTRODUCTION

The vast majority of today's adults came of age in a time when jobs were plentiful and the expectation of working for personal satisfaction was less common. Adults also are confronted with an aging society, a global economy, and unprecedented cultural diversity. Add to this an increasingly technological workplace where a strong back and willingness to work are no longer adequate tickets of admission, and you have a crisis in the making. This crisis does provide an opportunity for adults to take charge of their careers in a new way.

A Gallup Poll, "National Survey of Working America" (1990), conducted for the National Career Development Association revealed that less than half of today's adults "made a conscious choice and followed a definite plan in getting started in their present job." Few adults receive any kind of assistance in career planning. Further, they are often not aware that such help exists. Those who are aware may be hesitant to use available career planning services until there is a crisis. They may seek help when laid off but seldom plan for that eventuality.

Career development in public education is a relatively recent phenomenon with the implementation of comprehensive guidance programs in kindergarten through the twelfth grade. Postsecondary institutions provide academic advising and placement assistance but have often neglected career planning for all students. Traditionally, it has been the responsibility of individuals to become aware of services that are available and to seek help with career decisions.

Professionals have been writing and talking for a long time about the need for adults to do systematic career planning. Except for a few model programs here and there, the advice—as is usual with advice—has been largely ignored. There are signs, however, that this may be changing. There is a new understanding among organizations that a productive work force will depend on individuals who are in control of their own careers and who may not necessarily stay with a particular employer as they exercise that control. *Workplace Basics* (1988), an American Society for Training and Development study, summarizes some of the new thinking about adult career development needs. Listed among the skills employers want are such basics as "Learning to Learn" and the "3 R's," as well as the career development skills of self-esteem, goal setting, and personal and career development. It also includes the "higher level" skills of organizational effectiveness and leadership.

In the past, frequent job changes were seen as a sign of an unstable employee. In the future, they may be seen as a sign of an autonomous, self-directed employee. In today's world, where the "half life" of knowledge may be as brief as two years in some industries, constant retraining is the norm, not the exception. A new employee who comes with updated training may be *more* valuable than one who has stayed with the organization for many years. Not only do self-directed employees manage their lives more successfully, they are an asset to the organization.

The importance of training the current adult work force is stressed in *America's Choice: High Skills or Low Wages* (1990). This report was developed by the Commission on the Skills of the American Work Force, led by Ira Magaziner, William Brock and Ray Marshall. Its 34 members included leaders from business, unions, and education. Among other things, the report concluded, "Seventy percent of the work

force will see their dreams slip away unless society invests far more in improving their skills in school and on the job." Perhaps the most devastating impact of basic workplace deficiencies falls upon the disadvantaged who are outside the economic mainstream struggling to get in. For those attempting to enter the work force and those who have been displaced from their jobs, such deficiencies inhibit entry into productive and well-paying work, pinning those disadvantaged at the bottom of the economic heap.

The rapid development of technology in America is driven by consumer demand, innovation and a sense of heightened competition. To meet this challenge, employers will require adaptive and innovative workers with strong interpersonal skills. Business strategies—such as collaboration, exemplary customer services, and emphasis on quality—demand teamwork, listening skills, the ability to set goals, creativity, and problem-solving skills. It is the hope of projects such as the National Career Development Guidelines and the Idaho Adult Career Development Program Model that future skill training be directed toward meeting the career needs of the worker as well as the needs of society in Idaho and the nation.

The Idaho Adult Career Development Program Model deals with four main areas: (1) Program model—which includes the three competency domains and the program delivery methods; (2) Structural resources—which list the organizational support suggested for staffing, facilities, budget, materials, and advisory committee; (3) Implementation—suggested steps and procedures for establishing a career development program at the local level; and (4) Evaluation—a system of measuring the success of the program in terms of program operation and student/adult outcomes.

In 1988 Idaho developed the *Idaho Comprehensive Guidance and Counseling Program Model* for students in kindergarten through twelfth grade. The adult model builds on that framework at the postsecondary/adult level. This model can serve as a guide for postsecondary institutions and interested organizations to develop high quality, comprehensive career guidance and counseling programs which:

* Are identifiable but integrated with other program areas.
* Enhance career development knowledge, skills, abilities, and performance.
* Are coordinated with other institutional programs and articulated with programs at other levels.
* Use coordinated activities such as counseling, assessment, career information, instruction, placement, consultation, and referral.
* Have a defined structure including qualified leadership, diversified staffing, resources, and effective management.
* Are accountable with evaluation that addresses both student/adult outcomes and program processes.

MISSION STATEMENT

The mission of this document is to present a model for career development programs designed to help equip Idaho adults with the personal competencies which will enable them to make appropriate and satisfying career choices and transitions in a mobile society and fluctuating economy. This model is intended for colleges of applied technology in Idaho's postsecondary vocational-technical educational system and may be of use to other interested organizations in meeting their career development needs.

GENERAL BENEFITS

National research and pilot sites have affirmed many benefits of quality, comprehensive career guidance and counseling programs. Implementation of the Idaho Adult Career Development Program Model can yield benefits such as the following:

* Better prepared people for the changing workplace by increasing their understanding of the relationship between education and employment and improving their career decision-making skills.
* Increased accountability through regular assessment of student or adult achievement and evaluation of program components.
* Enhanced program coordination and articulation by defining a sequence of delivery and reinforcing learning from previous levels.
* Reduced individual risks by increasing school and program retention rates, promoting higher self-esteem, and improving social adjustment.
* Enhanced educational excellence by increasing motivation and improving academic achievement.

Benefit to Institutions

A primary benefit to institutions is to have a conceptually sound program to assist in meeting the career development needs of adults. The model will provide a comprehensive outline of competencies that are to be achieved and will assist in bringing together the various resources necessary for the delivery of quality guidance and counseling services to Idaho's adults.

Benefit to the Individual

The client will benefit from this model through its implementation by the institutions. The services available will be clearly identifiable and presented in such a way that individuals will be able to choose those that appear to be the most appropriate for their needs, interests, and career plans.

PART I: PROGRAM MODEL

A. Adult Career Development Domains

Three career development domains encompass the knowledge, skills, and abilities adults need to acquire information and training, make career decisions, obtain or change employment, and plan for the future. Specific skills within these main areas are listed as competencies. Each competency is followed by indicators which serve as objectives in determining the extent to which the competencies have been attained. The three domains around which the competencies are grouped are: (1) Self-Knowledge and Personal Development, (2) Educational and Occupational Exploration, and (3) Career Planning and Development.

1. Self-Knowledge and Personal Development

Competency I: Skills to maintain a positive self-concept

Demonstrate an understanding of a positive self-concept.
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
Identify achievements related to work, learning, leisure, and their influence on self-perception.
Demonstrate a realistic understanding of self.

Competency II: Skills to maintain effective self-management behaviors

Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress and appropriate coping skills.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial and personal resources.
Demonstrate skills in negotiation, problem solving, and conflict resolution.
Assess motivation, expectations for employment, and perceptions of one's self as a participant in the work force.
Understand the impact of substance abuse and abusive behavior.

Competency III: Understanding of developmental changes and transition

Describe how interests and aspirations change over time.
Describe physical changes that occur with age and work performance adaptations which can accommodate these.
Identify external events (e.g., divorce, disability, family illness, birth of a child) that require life changes.
Recognize symptoms and stages of grief, loss, and depression and identify sources of assistance.

Understand the interrelationships of leisure time, family life, parenting skills, and working conditions (e.g., travel, shift work, seasonal work) on one's life.

2. Educational and Occupational Exploration

Competency IV: Skills to locate, evaluate, and interpret career information

Identify and use current career information resources (e.g., computerized career information systems, print and video media, mentors).
Identify occupations of interest and determine the duties, work settings, wages, outlook, preparation necessary, and other related characteristic information.
Identify risks and rewards of self-employment.
Describe factors that contribute to misinformation.
Describe information related to prospective employers, organizational structures, and employer expectations.

Competency V: Skills in exploring educational programs of study and training related to occupations of interest

Identify educational and training programs related to occupations of interest and determine the admission requirements, typical coursework, graduation requirements, and other related program information.
Identify schools offering educational programs of interest including their location, contact person, and cost.
Identify various types of financial aid including scholarships that may be available.

Competency VI: Skills to enter and participate in education and training

Identify present educational achievements and prior learning experiences.
Demonstrate effective study skills and test-taking abilities.
Develop an educational plan to achieve career goals.
Identify barriers to education and training (e.g., financial, personal, physical).
Identify and utilize community resources to support education and training (e.g., child care, public transportation, health services).

Competency VII: Skills to participate in work and life-long learning

Describe how educational achievements and life experiences relate to occupational opportunities.
Demonstrate skills in assessing possible outcomes of specific career-related actions over time.
Identify and explore various courses of action.
Determine how changing preferences can affect career goals (e.g., values, work environment).
Explore and engage in retraining and professional development programs for improving, maintaining, and expanding employment opportunities.

Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work

Describe the importance of work as it affects values and life style.
Describe how society's needs and functions affect occupations.
Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
Demonstrate an understanding of the global economy and how it affects the individual.

3. Career Planning and Development

Competency IX: Skills in the career planning process

Demonstrate skills in realistically assessing occupational opportunities (e.g., employment, advancement, benefits).
Demonstrate skills in using self-knowledge and knowledge of work to develop career goals.
Define career expectations and establish short- and long-range career goals.
Identify specific strategies to accomplish career goals including knowledge, skills, and abilities necessary for success in preferred occupations.
Describe the importance of networking, negotiating, and mentoring in career development.

Competency X: Skills to make career decisions

Describe personal criteria for making decisions about education, training and career goals.
Describe the effects of education, work, and family decisions on individual career decisions.
Identify personal and environmental conditions that affect decision making.
Describe potential consequences of decisions.

Competency XI: Understand the diversity in today's work force

Describe recent changes in norms and attitudes related to a diverse work force.
Describe trends in the diverse composition of the work force (e.g., gender, ethnic groups, age) and assess implications for one's own career plans.
Identify disadvantages of stereotyping occupations and workers.
Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

Competency XII: Skills for locating, maintaining, and advancing in a job

Identify placement support services that are available through educational institutions and public and private agencies.

Demonstrate skills in describing yourself on paper (e.g., resumé, letter of introduction, job application).
Demonstrate skills and abilities essential for a successful job interview.
Demonstrate knowledge of what qualities employers look for in employees.
Identify potential employers and obtain information (e.g., benefits, contact person, hiring practices).
Identify strategies to support career advancement (e.g., on-the-job training, continuing education, performance ratings, mentors).

Competency XIII: Skills to make career transitions

Identify transition activities (e.g., reassessment of current position, occupational change) as a normal aspect of career development.
Describe strategies to use during transitions (e.g., networks, stress management).
Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
Describe the skills and knowledge needed for pre-retirement planning.
Develop an individual career plan, updating information from earlier plans and including short- and long-range career decisions.

B. Program Delivery Methods

Delivery of a comprehensive career development program for adults requires at least four components. They are (1) instructional services, (2) responsive services, (3) individual planning, and (4) program management. The goal is to assist adults in developing each of the three career development domains listed in section A. In order for our diverse adult population to meet this goal, a variety of delivery methods must be utilized. Although the scope, emphasis, and content will differ in the four components, there is an overlap of career development knowledge, skills, and abilities. See Appendix A for sample activity form.

1. Instructional Services

Desired adult competencies can be developed efficiently in a variety of classroom or group settings which include:

a. Classroom instruction: Collaborative curriculum development, revision, and presentation by faculty and counselor
b. Seminars and workshops: Short-term sessions with specific topics—usually done in a series
c. Career and life-planning classes: Longer term classes or group processes which are usually comprehensive in nature

Competencies which can be developed through these instructional services may include the following examples:

self-concept	problem solving
communication skills	teamwork
study skills	career awareness
decision-making skills	career exploration
job search techniques	job-keeping skills

2. Responsive Services

Responsive services consist of activities to meet immediate and ongoing needs and concerns of adults. Examples of responsive services and strategies include the following:

a. Crisis counseling: Counseling and support provided to adults and their families facing emergency situations—immediate, short-term goals are dealt with to enable the adult to function more efficiently on longer term career goals—referral to social service sources when appropriate
b. Consultation: Directly assisting staff, administrators, employers, faculty, and others in areas of career development resources and services for adults
c. Personal counseling: Counseling provided on an individual or small group basis which focuses on interpersonal relationships, personal issues related to career development, application of information and skills, reality testing of ideas, and developing individual career plans

d. Outreach: Efforts to inform adults of the career development services available through the organization
e. Career information: Includes a variety of resources such as computer-based systems of career information, printed materials, videos, books, and catalogs
f. Referral: Provides linkages with outside organizations that offer additional services needed by adults

3. Individual planning

Activities in this area assist adults to plan, manage, and monitor their own career development. Counselor-facilitated activities may include the following. See Appendix B, Individual Career Data Form Sample.

a. Initial assessment: A determination is made of the level of sophistication of an adult's career development. Previous work experience, job knowledge, decision-making skills, and job search techniques are useful indicators. This information can help to determine where the individual should enter the career development process.
b. Individual appraisal: The administration and interpretation of a variety of measures can help adults gain an understanding of their abilities, interests, skills, values, and achievements.
c. Career information: Career information involves providing adults with current, accurate, and localized information about occupational opportunities, related educational programs of study, and training.
d. Institutional information: This includes admission requirements and procedures, financial assistance, tours, housing, day-care facilities, and costs.
e. Work experience: Work experience provides opportunities for adults to test career decisions and develop effective work attitudes and behavior. It can include such arrangements as cooperative work experience, on-the-job training, job shadowing, and apprenticeship training.
f. Counseling: Counselors can assist the adult to integrate the career development skills into a realistic plan.
g. Placement: Placement is the implementation of a realistic career plan which enables adults to make successful transitions to employment or further education and training.
h. Follow-up: Counselors maintain long-term contact with adults who have made transitions to determine the effectiveness of career decisions. Reinforcement with further career information, counseling, or referral services may be indicated.

4. Program Management

Program management consists of activities which establish, maintain, and enhance the total comprehensive adult career development program. Activities in this component provide support to the guidance and counseling system and the organization as a whole. This support can be implemented through activities in the following areas:

a. Leadership: Program leadership should be provided by a qualified counselor or career development specialist who is supported by a staff team dedicated to improving career development opportunities for adults.
b. Professional Development: Counselors and staff need to be regularly involved in updating and improving their knowledge and skills. This may involve in-service training, attending workshops, conferences, seminars, and participating in professional associations.
c. Community Outreach: Concerted efforts to inform the community of the career development program must be an ongoing process. Newsletters, presentations, and the media can be used to publicize the program and establish important linkages with business and industry, social service agencies, and the general public.
d. Faculty and Staff Consultation: Counselors need to consult with administrators, faculty, and staff to provide information and receive feedback on the quality, direction, and needs of the program.
e. Program Evaluation: A viable career development program requires on-going evaluation of its process and results. Modifications and improvements must also be ongoing.

PART II: STRUCTURAL RESOURCES

Five resources have been identified as being essential to the development, implementation, and maintenance of a comprehensive adult career development program. These resources are: adequate staffing; program facilities; a career development budget; career development materials and equipment; and an advisory committee.

A. Staffing

Considering the diversified nature of postsecondary campuses, it is anticipated that many different staff and faculty members will participate in a comprehensive adult career development program. It is recommended that institutions evaluate their current resources and anticipate future staffing needs to meet their program's desired level of services. Although there is no recommended ratio between institutional staff and number of users, careful consideration should be given to adequate staffing so that a full range of quality services is available to meet the needs of traditional college students as well as the nontraditional, challenged, multicultural adults.

B. Facilities

Facilities are needed that will accommodate the career development activities. Facilities are to be easily accessible, adequate in size, and appropriate for the activity. Many career development activities may be conducted in existing facilities such as classrooms, counseling offices, or the career planning and placement center. It is recommended that the career development activities be organized from a central location such as the career center. If no such facilty exists, it is recommended that one be established.

C. Budget

A well-planned budget that supports the staffing, capital, and supply needs is the backbone of a successful career development program. It is recommended that the budget be structured as a separate unit within the existing student services budget to meet additional needs and avoid duplication.

D. Materials/Equipment

Materials and equipment used in the adult career development program must be up to date and relevant to the population being served. An assessment of current resources and methods of delivery is advised to identify areas of strength and weakness. The results of such an assessment will be beneficial in building a budget that will allow for the acquisition of needed materials and equipment. The *College Placement Council Handbook* can be used as a guide.

E. Advisory Committee

The role of the advisory committee is to advise the institution on the philosophy, structure, development, and maintenance of the adult career development program. The membership of the committee should represent the career development staff, faculty, administration, students, business community, and the general public. The advisory committee provides an effective communication link between the career development program and the rest of the institution as well as the larger community.

Information regarding the direction, emphasis, and desired outcomes should be provided by the advisory committee. The steering committee and career development staff are responsible for the management and day-to-day operation to achieve the desired outcomes established by the larger committee. The broad representation of the advisory committee will be a primary resource by providing information and insight to the career development program as well as disseminating information about the program to the community.

PART III: IMPLEMENTATION

Implementation involves establishing institutional commitment, forming a steering committee, analyzing current practices, involving organizational staff, determining specific needs, establishing local competencies, setting priorities, and planning for change.

A. Establishing Institutional Commitment

The challenge faced by counselors and others is how to align current practices with those of a more comprehensive adult career development program. It can be complex and difficult because it means carrying out the duties of the current organizational plan while at the same time trying out new activities. Before the implementation process begins, it may be helpful to assess the organization's readiness by using the following checklist:

- ☐ Does management endorse the program and implementation process?
- ☐ Do the faculty and staff endorse the program and implementation process?
- ☐ Has someone been appointed as the program coordinator?
- ☐ Has an advisory committee been formed for input and review?
- ☐ Is adequate time being provided for the coordinator, the advisory committee, and other personnel to complete the implementation?
- ☐ Is there a commitment of financial resources to the process?
- ☐ Is there a commitment to provide staff training and support?
- ☐ Is there a willingness to identify and contact community resources to support the process?

B. Forming a Steering Committee

The Steering Committee will provide leadership and coordinate the implementation of the Adult Career Development Program. It is the policy-making and management group for the program. The chair, the overall program coordinator and facilitator, should be a qualified counselor or career development specialist who is interested and committed to developing a comprehensive career development program. The chair's primary responsibilities are to:

* Establish communication procedures with the administration and advisory committee.
* Recommend other Steering Committee members.
* Plan and conduct Steering Committee meetings.
* Delegate responsibility for specific tasks to committee members or other individuals and groups.

The Steering Committee size will vary according to the institution. It should be large enough to represent key groups but small enough to operate efficiently. Steering Committee members need to demonstrate an interest in career development as well as the motivation and commitment needed to implement organizational change. Administrators need to acknowledge the importance of this assignment and release members of the committee from other assignments when necessary. The committee's major responsibilities are to:

* Establish appropriate subcommittees.
* Review the Idaho Adult Career Development Program Model to determine its compatibility with local and institutional policy, regulations, and philosophy.
* Develop and coordinate the administration of a needs assessment.
* Develop institutional career development competencies and the sequence of delivery.
* Review the current career development program in relationship to the competencies.
* Develop a career development program plan.
* Assess resources needed for the implementation process.
* Identify factors that may support or inhibit implementation efforts.
* Provide training and resource assistance to enhance program implementation.
* Develop procedures for coordinating program activities with other agencies and organizations.
* Design and administer evaluation measures using the results for program improvement.

C. Analyzing Current Practices

An analysis of current practices needs to be completed to determine how personnel are currently spending their time and what functions are receiving emphasis. A survey such as a time and task analysis or a daily time sheet can be designed to show staff time utilization and the activities performed. It can be completed by individual staff personnel, or someone can be assigned to monitor staff over a period of time on a sample basis. It is important to reinforce that the purpose of such an analysis is only to determine where staff time is currently being allocated and <u>not</u> to be used as a measure of individual productivity or performance.

There are several models available for time and task analysis and work sampling. They generally select blocks of time (15 or 30 minutes) down the left margin and major categories of work across the top. Categories should include activities in the four delivery methods of instructional services, responsive services, individual planning, and program management plus other activities. It is important to measure other activities to determine their relative importance and where they can best be accomplished. See Appendix C for a sample time and task analysis sheet.

D. Involving Organizational Staff

It is important that the administration be informed about the career development program to help develop and approve the strategies for implementation. Similarly, other staff need to be informed and included in the process if it is going to be successful. All individuals in the organization should know how they fit into the overall program and be given the opportunity to be involved in its planning and implementation.

An orientation regarding the Adult Career Development Program Model should be provided for all staff. It may include information on program expectations, staff responsibilities, and individual outcomes.

Staff development needs should be identified. (For a sample Self-assessment of Staff Development Needs Form, see Appendix D.) To meet these needs, the following types of staff development activities may be initiated:

1. Formal Coursework—classes in career development, counseling, testing and assessment, and career information.
2. Workshops and Conferences—activities sponsored by professional associations, state agencies, and qualified service providers.
3. Site Visits—visits to other programs to observe successful programs and career development activities.
4. Independent Study—resources and materials for individual learning experiences.
5. In-service Education—programs conducted by counselor educators, state agency staff, institutional staff, or other individuals.

E. Determining Specific Needs

Determining the career development needs of adults can be done informally or through a more formal needs assessment survey. Informally, needs can be determined through faculty and staff, through adults themselves, and through knowledgeable people in the field.

A more formal method of determining needs is through a needs assessment survey which identifies perceived or expressed needs of the population served by the institution. Such a survey determines needs as expressed by institution personnel and adults in relation to the program competencies. A sample needs assessment instrument may be found in Appendix E.

Through a needs assessment, counselors involved in the program are able to identify program goals and competencies which adults feel are important. It is a basis for the selection of career development activities which are used to help individuals acquire these competencies. It also serves as a basis for allocation of resources.

F. Establishing Local Competencies

Information obtained from the needs assessment and the Adult Career Development Domains suggested in Part I, A, is used to establish the competencies appropriate to the local setting. The competencies should address all areas of need indicated by the needs assessment.

Indicators describe specific knowledge, skills, and abilities required to achieve a competency. Standards may be included which recommend how and at what rate or level the adult should achieve that indicator. The indicators for each competency are the means by which the adult outcomes are measured.

G. Setting Priorities

By conducting a review of current practices and an analysis of how time is currently being allocated, each institution can prioritize activities which are currently being performed. (See Appendix C for Time and Task Analysis Sheet.) Administrative support is essential if this task is to be accomplished. It is also important to recognize the need to generate support from the institutional personnel and the advisory committee. Activities may include:

* Comparing current time and task analysis data to the proposed local program time allocations, noting and isolating the discrepancy between the two. See Figure 1.
* Planning activities to bolster high priority components and to reduce those with a lower priority.
* Developing a time table for implementation of the proposed program.

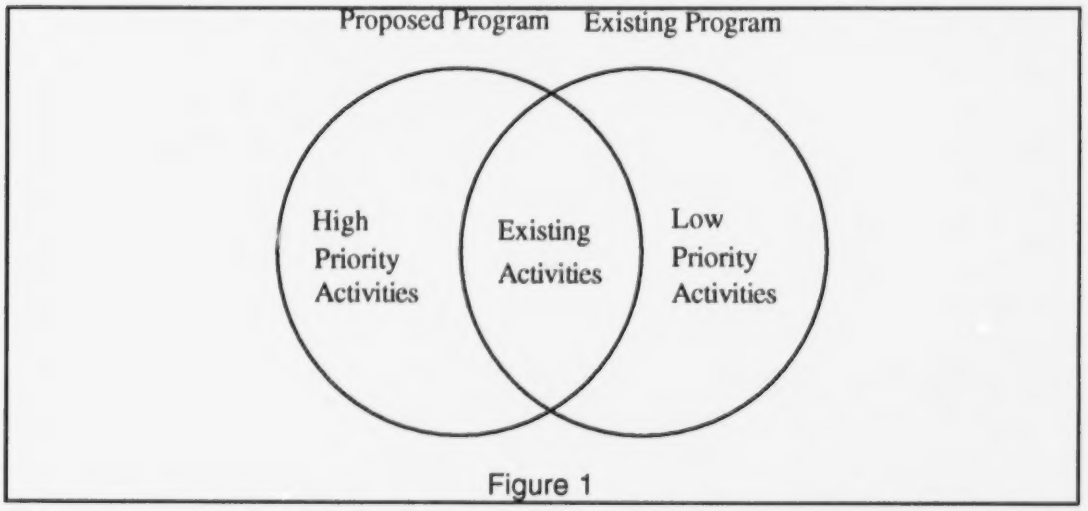

Figure 1

H. Planning For Change

After defining priorities, it is necessary to devise a plan describing the implementation of the adult career development program. This plan will provide a framework as institution staff members assume their roles in implementing the program. The plan should include a timeline for evaluation and change. The action plan should address the following questions.

a. Who is responsible for

—Instructional services?
—Responsive Services?
—Individual Planning?
—Program Management?

b. Through what delivery system will the competencies be achieved?

c. Who can provide support in the delivery process?

The Program Matrix Guide that is located in Appendix F can serve as a guide in identifying delivery responsibility and support.

PART IV: EVALUATION

Evaluation is the comparison of performance against standards to determine discrepancies between intended and actual results. An effective evaluation process is necessary to insure the fulfillment of the mission of the institution's Adult Career Development Program. The ongoing processes of review and revision identify effective programs. Evaluation should include an examination of program delivery methods, structural resources, and adult outcomes. A sample evaluation instrument is located in Appendix G. For a comprehensive and integrative evaluation, please refer to Dr. Thomas Trotter's "A Developmental Model of Evaluation for Developmental School Counseling Programs."

A. Program Delivery Methods

Four methods of delivery are included in an effective adult career development program. They are instructional services, responsive services, individual planning, and program management. Each must be evaluated to measure the extent and quality of implementation.

B. Structural Resources

Evaluation of the institution's structural resources is similar to evaluating other aspects of institutional programs. Determination of qualified staff to deliver the program, facilities available to staff and adults, finances and material resources available, and an active and functioning advisory committee are necessary components to consider when evaluating the adult career development program.

C. Adult Outcomes

Evaluation of adult outcomes indicates the extent to which individuals have achieved the competencies that have been identified by the institution.

One method for determining levels of achievement is an adult follow-up survey. In developing such a survey instrument, the adult competency and indicator statements should address the local program's competencies and indicators. Care should be taken to include a number of indicators from each domain. The needs survey in Appendix E can be adapted for use as an assessment of adult outcomes.

Another method includes feedback immediately following the delivery of career development instruction or services. Periodic tests and informational interviews with adults contribute valuable feedback on how well competencies are being achieved.

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APPENDICES

The appendices included in this section are samples of tools which may be helpful in the development and implementation of a career development program at the local level. These samples are intended to be modified to fit local needs or simply to generate ideas for the development of more effective tools.

ACTIVITY FORM

This form may be used to describe an activity or project which will assist an adult in achieving a career development competency. One activity form should be used for each activity or project. All activities should be evaluated for their effectiveness and then sorted and assembled by domain and competency for future reference.

1. Activity name: _____ Staff leader: _____
2. To which career development DOMAIN(S) does this activity relate?
   - ☐ Self Knowledge and Personal Development
   - ☐ Educational and Occupational Exploration
   - ☐ Career Planning and Development
3. What are the COMPETENCIES this activity is designed to develop and promote?

_____

_____

4. Describe the activity:_____

_____

_____

5. What specific indicators can be identified which demonstrate competency in the desired area?

_____

_____

6. Program delivery method:_____
7. Time required for activity:_____
8. Materials and equipment needed:_____
9. Evaluation:

   To what extent were desired outcomes reached by this activity?_____

   _____

   What went well?_____

   _____

   What could have been better? How?_____

   _____

INDIVIDUAL CAREER DATA FORM

This form can be used by an individual to record data that may be helpful in making career decisions. Generally, career counselors agree that adults make better career decisions when they have ample information about themselves, occupations, training, and job opportunities.

The following outline is intended to provide a sample of data that should be considered when making career decisions. A specific individual's career data form should be expanded in appropriate areas and may include other factors.

1. Interests:

   a. List three or more things you enjoyed doing as a child._____

   _____

   _____

   b. List three or more things you enjoyed doing as a teenager._____

   _____

   _____

   c. List three or more things you enjoy doing as an adult._____

   _____

   _____

   d. List the three highest interest areas indicated on an interest inventory (Strong Interest Inventory, Career Assessment Inventory, Kuder Personal Preference Inventory, etc.)

   _____

   _____

2. Abilities:

   a. List three or more things you feel you did well as a child._____

   _____

   _____

   b. List three or more things you feel you did well as a teenager._____

   _____

   _____

Individual Career Data Form (Cont'd.)

c. List three or more things you feel competent in doing as an adult.

d. List the skills involved in the activities listed in a, b, and c.

3. Values: List three or more work-related values which are important to you.

4. Achievement

a. Circle your level of proficiency as measured by standardized tests or a personal assessment of your skills for each area.

Writing/language skills	10 High Skills	9	8	7	6 Average Skills	5	4	3	2	1 Low Skills
Reading skills	10 High Skills	9	8	7	6 Average Skills	5	4	3	2	1 Low Skills
General math skills	10 High Skills	9	8	7	6 Average Skills	5	4	3	2	1 Low Skills
Advanced math skills	10 High Skills	9	8	7	6 Average Skills	5	4	3	2	1 Low Skills

You may list the actual scores you achieved.

_____ score: _____	_____	_____
Test name	Writing/language	Reading
_____	_____	_____
General math	Advanced math	Other

5. Occupations to explore

a. List three or more occupations which you have been thinking about

b. List three or more occupations which sound interesting that surfaced through a career search (CIS, Discover, etc.)._____

_____

_____

c. Choose three occupations from a and b above and briefly describe the job duties; physical, educational, and skill requirements; and job outlook for each.

1._____ _____
(Occupation)

_____

2._____ _____
(Occupation)

_____

3._____ _____
(Occupation)

_____

d. For each occupation listed in c, list what you consider to be the advantages and disadvantages.

Occupation 1		Occupation 2		Occupation 3	
Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages

e. What skills and abilities do you need to acquire to be employable in the occupations listed in c.

(Occupation 1)_____

_____

(Occupation 2)_____

_____

(Occupation 3)_____

_____

f. Prioritize the occupations in order of your preference. You may want to discuss occupations or sections of this form with a career counselor. You may also wish to repeat section 4 with more occupations.

Appendix C

TIME AND TASK ANALYSIS SHEET

A daily, weekly, monthly, or summary time log can be adapted from the sample below by simply changing the left-hand column to fit the desired time period.

_____
Date

Time Period	Instructional Services	Responsive Services	Individual Planning	Program Management	Low Priority Activities
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
Total					

TIME AND TASK ANALYSIS SHEET

Week of _____

	Instructional Services	Responsive Services	Individual Planning	Program Management	Low Priority Activities
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Total					

Appendix D

SELF-ASSESSMENT OF STAFF DEVELOPMENT NEEDS FORM

Counselors and other career development program staff need a variety of skills and competencies to implement and maintain a high quality career development program. This self-assessment will help you identify current staff development needs and develop an individual plan which will prepare you to implement your revised career development program.

Read each of the following statements and circle the number that best describes (1) how important this competency is to the implementation of your revised career development program, and (2) how high your need is to improve this competency.

Importance:	My Need:
4 = very important	4 = very high need
3 = important	3 = high need
2 = slightly important	2 = moderate need
1 = not important	1 = low need

	Importance	My Need
1. Knowledge of developmental issues individuals address throughout their life span	4 3 2 1	4 3 2 1
2. Knowledge of counseling and career development theories and techniques	4 3 2 1	4 3 2 1
3. Knowledge of decision making and transition models	4 3 2 1	4 3 2 1
4. Knowledge and ability to collaborate with faculty regarding curriculum content	4 3 2 1	4 3 2 1
5. Knowledge and ability to conduct seminars and workshops	4 3 2 1	4 3 2 1
6. Ability to plan and conduct career and life-planning classes	4 3 2 1	4 3 2 1
7. Perform crisis counseling	4 3 2 1	4 3 2 1
8. Consult with staff, administrators, employers, faculty, and others regarding career development	4 3 2 1	4 3 2 1
9. Provide personal counseling	4 3 2 1	4 3 2 1
10. Knowledge of career information sources	4 3 2 1	4 3 2 1
11. Knowledge of social services and community resources	4 3 2 1	4 3 2 1
12. Ability to conduct an initial career development assessment	4 3 2 1	4 3 2 1
13. Skills to administer and interpret a variety of tests and measures	4 3 2 1	4 3 2 1
14. Knowledge of legal and ethical implications and responsibilities	4 3 2 1	4 3 2 1

When you have rated each of the statements according to its importance for implementing the revised program and your need to improve this competency, review the statements that you rated as both very important and high need and select the ones that represent your most important staff development needs. List them in the space marked below.

Most Important Development Needs:

1.
2.
3.
4.

Appendix E

ADULT NEEDS SURVEY

Following is a sample needs survey. This survey is quite lengthy so you may choose to shorten it or to give it in several sessions. Accurate surveys will require a cross-section sampling of students rather than using the forms returned by volunteer students only. This form may be revised and used to survey faculty and staff regarding their perceptions of the students or for employers to use about the students they hire from the institution. Again, samplings using cross-sections of students, faculty, staff, employers, or positions within an organization are important.

This form may be revised to serve as a post-test to determine changes in competencies after a career development program has been completed. It can also be adapted for use as an evaluation instrument.

The following statements deal with issues and information which may be of concern and interest to adults. For each statement, circle the letter which best describes the degree to which you would like more information or assistance with the issue.

a = not important/no information or help needed
b = would like some information or help
c = very important/need information or help

SELF-KNOWLEDGE AND PERSONAL DEVELOPMENT

Competency I			Skills to maintain a positive self-concept
a	b	c	I need more self-confidence.
a	b	c	I have identified my assets in terms of skills, interests and abilities.
a	b	c	I have identified my achievements related to work, education, and experiences.
a	b	c	I can list my strengths and my limitations.
Competency II			Skills to maintain effective self-management behaviors
a	b	c	I want to learn to stick up for myself without making others angry or feeling guilty about it.
a	b	c	I need to learn to cope with stress and anxiety.
a	b	c	I need help in breaking old habits and behaviors.
a	b	c	I would like to have more encouragement from people I know to go back to school and choose a career.
a	b	c	I want to learn to do a better job of budgeting and dealing with finances.
a	b	c	I would like to learn to establish goals, make decisions, and solve problems.
a	b	c	I need to understand my motivations and how I can use them in choosing a career.
a	b	c	I want more information about addictions/abuse.

a = not important/no information or help needed
b = would like some information or help
c = very important/need information or help

Competency III Understanding of developmental changes and transitions

a b c I would like to understand how my interests and career goals may change over time.

a b c I need to learn about the strengths and limitations of being an "older worker."

a b c I need to learn to cope with life changes (divorce, disability, family illness, etc.).

a b c I understand the stages of grief and loss and how they affect me.

a b c I can identify when I am depressed and know where to find assistance.

a b c I have thought about the lifestyle I want, including working conditions, family life, parenting, and leisure time.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency IV Skills to locate, evaluate, and interpret career information

a b c I know how to find information about careers.

a b c I can match my interests to careers.

a b c I understand the risks and rewards of having my own business.

a b c I know that some information I receive about careers and employment may not be true and understand the factors that my contribute to the misinformation.

a b c I know how to find information about possible employers, their expectations, and their business structures.

Competency V Skills in exploring educational programs of study and training related to occupations of interest

a b c I know where to find information about education and training programs, including admission requirements, typical coursework, etc.

a b c I know how to locate schools offering education and training programs and their contact person, location and costs.

a b c I know where to find information about financial aid, including scholarships.

Competency VI Skills to enter and participate in education and training

a b c I know how my current education and experiences will help me select a career.

a b c I have good study skills.

a b c I have a plan for my education and know it will meet my career goals.

a = not important/no information or help needed
b = would like some information or help
c = very important/need information or help

a b c I have identified my barriers to getting an education/training.

a b c I know where to find assistance in the community that will help me go to school (child care, transportation, health services, etc.).

Competency VII Skills to enter and participate in education and training

a b c I have identified educational and personal experiences that will assist me in my career.

a b c I know how my actions on the job will help or hinder me with future employment.

a b c I know how to examine the consequences of my actions.

a b c I understand how my career goals will be affected by changing values, work environments, etc.

a b c After I am employed, I know how to gain additional training to help me continue, improve or expand my career options.

Competency VIII Understanding how the needs and functions of society influence the nature and structure of work

a b c I have examined how my values and life style will be affected by my work.

a b c I understand how my occupation may be affected by a changing society.

a b c I know that training programs and employment opportunities are affected by trends in occupations, industries and technologies.

a b c I am aware of the affect the global economy has on me

CAREER PLANNING AND DEVELOPMENT

Competency IX Skills in the career planning process

a b c I know how to explore career opportunities and learn about employment, advancement, benefits and other related issues.

a b c I have developed career goals based on my own knowledge about myself and the work world.

a b c I have established long- and short-term goals to develop my career.

a b c I have used my personal knowledge, skills and abilities to develop a career plan.

a b c I know how to use networking, negotiating, and mentoring to meet my career goals.

Competency X Skills to make career decisions

a b c I understand that my personal concerns and choices will affect my decisions about education, training, and career goals.

a = not important/no information or help needed
b = would like some information or help
c = very important/need information or help

a b c I know how my education, work, and family decisions are affecting my career decisions.

a b c I understand how personal and environmental conditions affect my career decision making.

a b c I know how to explore the possible consequences of my decisions.

Competency XI Understand the diversity in today's work force

a b c I understand how recent changes in attitudes regarding diversity, including gender, ethnic groups and age, affect the workplace.

a b c I know that my career plans may be affected by work force diversity.

a b c I understand the disadvantages of stereotyping occupations.

a b c I know and practice the skills, attitudes, and behaviors that help eliminate stereotyping in schools, home, and the work place.

Competency XII Skills for locating, obtaining, maintaining, and advancing in a job

a b c I know where placement services are located in schools and in the community.

a b c I have written a resumé, a letter of application, and know how to fill out a job application.

a b c I understand how to participate in a successful job interview.

a b c I know what employers look for in employees.

a b c I can locate potential employers and gain information regarding benefits, contact person, and hiring practices.

a b c I know the benefits of on-the-job training, continuing education, performance ratings, and mentors, and how they can assist me with advancement in my career.

Competency XIII Skills to make career transitions

a b c I know what transitions (reassessment of current position, occupational change, etc.) I can expect as a normal part of career development.

a b c I know how to cope with the stresses that occur during career changes.

a b c I know what skills I need to become self-employed.

a b c I have developed a plan for retirement.

a b c I can develop and update an individual career plan with short- and long-range career goals.

PROGRAM MATRIX GUIDE FORM

Completing a program matrix may prove helpful when planning for the delivery of your Adult Career Development Program. This matrix addresses the question of which offices, departments, programs, or people can help to meet the specific needs of adults at your institution. On the slanted lines list the potential providers of needed services who can assist adults in developing career development competencies.

More than one provider may be identified for each competency. You may choose to use a "P" to indicate a primary provider of service and an "S" to indicate a secondary service provider, or a simple "X" to show where assistance is available.

The following sample is provided to demonstrate how this matrix can be used.

(Example)

Program Competency I: Skills to maintain a positive self-concept	Admissions	Counselors	Career Center	Instructor	Financial Aid	Career Workshop	Employer	Mentor	Self-esteem class	
Demonstrate an understanding of a positive self-concept		P	S						P	
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.		S	P			P				
Identify achievements related to work, learning, and their influence on self-perception.		S	S			P	P		S	
Demonstrate a realistic understanding of self.		P	S			P			P	
Other										

SELF KNOWLEDGE AND PERSONAL DEVELOPMENT

Program Competency I: Skills to maintain a positive self-concept										
Demonstrate an understanding of a positive self-concept										
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.										
Identify achievements related to work, learning, and their influence on self-perception.										
Demonstrate a realistic understanding of self.										
Other										

Program Competency II: Skills to maintain effective self-management behaviors.										
Demonstrate appropriate interpersonal skills in expressing feelings and ideas.										
Identify symptoms of stress and appropriate coping skills.										
Demonstrate skills to overcome self-defeating behaviors.										
Demonstrate skills in identifying support and networking arrangements (including role models).										
Demonstrate skills to manage financial and personal resources.										
Demonstrate skills in negotiation, problem solving, and conflict resolution.										
Assess motivation, expectations for employment, and perceptions of one's self as a participant in the work force.										
Understand the impact of substance abuse and abusive behavior.										
Other										

Program Competency III: Understanding of developmental changes and transitions

Describe how interests and aspirations change over time.										
Describe physical changes that occur with age and adapt work performance to accommodate these.										
Identify external events (e.g., divorce, disability, family illness, birth of a child) that require life changes.										
Recognize stages of grief and loss and identify symptoms of depression and sources of assistance.										
Understand the interrelationships of leisure time, family life, parenting, and working conditions (e.g., travel, shift work, seasonal work) on one's life.										
Other										

EDUCATIONAL AND OCCUPATIONAL EXPLORATION AND DEVELOPMENT

Program Competency IV: Skills to locate, evaluate, and interpret career information

Identify and use current career information resources (e.g., computerized career information systems, print and video media materials, mentors).										
Identify occupations of interest and determine the duties, work setting, wages, outlook, preparation necessary, and other related characteristic information.										
Identify risks and rewards of self-employment.										
Describe factors that contribute to misinformation.										
Describe information related to prospective employers, organizational structures, and employer expectations.										
Other										

Program Competency V: Skills in exploring educational programs of study and training related to occupations of interest										
Identify educational and training programs related to occupations of interest and determine the admission requirements, typical coursework, graduation requirements, and other related program information.										
Identify schools offering educational programs of interest including their occupation, contact person, and cost.										
Identify various types of financial aid including scholarships that may be available.										
Other										

Program Competency VI: Skills to enter and participate in Education and Training.										
Identify present educational achievements and prior learning experiences.										
Demonstrate effective study skills and testing-taking abilities										
Develop an educational plan to achieve career goals										
Identify barriers to education and training (e.g., financial, personal, physical).										
Identify and utilize community resources to support education and training (e.g., child care, public transportation, health services).										
Other										

Program Competency VII: Skills to participate in work and life-long learning

Describe how educational achievements and life experiences related to occupational opportunities.										
Demonstrate skills in assessing possible outcomes of specific career related actions over time.										
Identify and explore various courses of action										
Determine how changing preferences can affect career goals (e.g., values, work environment).										
Explore and engage in retraining and professional development programs for improving, maintaining, and expanding employment opportunities.										
Other										

Program Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work

Describe the importance of work as it affects values and life style.										
Describe how society's needs and functions affect occupations.										
Describe occupational, industrial, and technological trends and how they relate to training programs and employment opportunities.										
Demonstrate an understanding of the global economy and how it affects the individual.										
Other										

CAREER PLANNING AND DEVELOPMENT

Program Competency IX: Skills in the career planning process										
Demonstrate skills in realistically assessing occupational opportunities (e.g., employment, advancement, benefits).										
Demonstrate skills in using self-knowledge and knowledge of work to develop career goals.										
Define career expectations and establish short- and long-range career goals.										
Identify specific strategies to accomplish career goals including knowledge, skills, and abilities necessary for success in preferred occupations.										
Describe the importance of networking, negotiating, and mentoring in career development.										
Other										

Program Competency X: Skills to make career decisions										
Describe personal criteria for making decisions about education, training and career goals.										
Describe the effects of education, work and family decisions on individual career decisions.										
Identify personal and environmental conditions that affect decision making.										
Describe potential consequences of decisions										
Other										

Program Competency XI: Understanding the diversity in today's work force

Describe recent changes in norms and attitudes related to a diverse work force.										
Describe trends in the diverse composition of the work force (e.g., gender, ethnic groups, age) and assess implications for one's own career plans.										
Identify disadvantages of stereotyping occupations.										
Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.										
Other										

Program Competency XII: Skills for locating, obtaining, maintaining, and advancing in a job.

Identify placement support services that are available through educational institutions and public and private agencies.										
Demonstrate skills in describing yourself on paper (e.g., résumé, letter of introduction, and job application).										
Demonstrate skills and abilities essential for a successful job interview.										
Demonstrate knowledge of what employers look for in employees.										
Identify potential employers and obtain information (e.g., benefits, contact person, hiring practices).										
Identify strategies to support career advancement g., on-the-job training, continuing education, performance ratings, mentors).										
Other										

Program Competency XIII: Skills to make career transitions										
Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.										
Describe strategies to use during transitions (e.g., networks, stress management).										
Describe the skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).										
Describe the skills and knowledge needed for pre-retirement planning.										
Develop an individual career plan, updating information from earlier plans and including short- and long-range career decisions.										
Other										

PROGRAM EVALUATION

An effective career development program is one which is constantly evolving to better meet the needs of adults. Regular and systematic evaluation of all aspects of your program is essential. Evaluations should be done by internal staff as well as periodic reviews performed by persons external to your institution.

The form which follows is a sample, intended to provide some ideas for you to develop an evaluation instrument which fits your adult career development program.

	Needs Improvement		Average/Satisfactory		Outstanding/ Exceeds Expectations
A. Program Delivery Methods					
1. Instructional Services					
a. Focuses on the attainment of student outcomes in the personal/social, education/occupational, and career planning/ development domains through planned curriculum and presentations.	1	2	3	4	5
b. Plans and maintains a comprehensive schedule of classroom presentations/seminars in collaboration with campus division chairpersons/faculty.	1	2	3	4	5
c. Has presentation outlines/guides used in classroom activities that include goal, purpose, and student outcome(s).	1	2	3	4	5
d. Scheduling plan includes providing curriculum activities to all students.	1	2	3	4	5
e. Updates curricula presentations and media support as necessary to remain current regarding content information and methods.	1	2	3	4	5
Other:_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Suggestions for improvement: Target Dates:

_____ _____

_____ _____

_____ _____

A. Program Delivery Methods (cont'd.)

2. Responsive Services

	Needs Improvement		Average/Satisfactory		Outstanding/ Exceeds Expectations
a. Focuses on the attainment of student outcomes in the personal/social, education/occupational, and career planning/ development domains by responding to specific student needs.	1	2	3	4	5
b. Maintains a schedule of individual and group counseling appointments.	1	2	3	4	5
c. Establishes and disseminates to staff, faculty, and administration information as to specific procedures for identification and referral of students for counseling.	1	2	3	4	5
d. Maintains availability of services to <u>all</u> students.	1	2	3	4	5
e. Maintains a current list of campus and community-based referral sources.	1	2	3	4	5
f. Allows for schedule flexibility.	1	2	3	4	5
g. Conducts group seminars in response to predominant student needs and interests.	1	2	3	4	5
h. Provides in-service program awareness seminars to campus divisions and community agencies.	1	2	3	4	5
i. Conducts on-going public awareness information to students, faculty, staff, community residents, community organizations, and local businesses.	1	2	3	4	5
Other:_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Suggestions for improvement: Target Dates:

_____ _____

_____ _____

_____ _____

A. Program Delivery Methods (cont'd.)

3. Individual Planning	Needs Improvement		Average/Satisfactory		Outstanding/ Exceeds Expectations
a. Focuses on the attainment of student outcomes in the personal/social, education/occupational, and career planning/ development domains through individual planning assistance.	1	2	3	4	5
b. Provides orientation to <u>all</u> new students with respect to content and availability of career planning and guidance services.	1	2	3	4	5
c. Offers individual planning assistance to all students.	1	2	3	4	5
d. Assists students to assess their abilities, interests, skills, and achievements with respect to the planning process.	1	2	3	4	5
e. Helps students select coursework and other curricular and extracurricular activities that lead to achievement of their personal, educational, and career plans.	1	2	3	4	5
f. Assists students in decision making that accompanies transitions from one college major to another, school to school, or school to employment.	1	2	3	4	5
g. Assists students in securing information to explore career and life role possibilities, to plan personal, educational, and career goals, and to revise such plans as fits their current individual circumstances.	1	2	3	4	5
Other:_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Suggestions for improvement: Target Dates:

_____ _____

_____ _____

_____ _____

A. Program Delivery Methods (cont'd.)

4. Program Management	Needs Improvement		Average/Satisfactory		Outstanding/ Exceeds Expectations
a. Provides quality leadership and coordination essential to an effective career development program.	1	2	3	4	5
b. Establishes an annual and long-range program planning process.	1	2	3	4	5
c. Establishes a means of gathering activity/services evaluation information from students, faculty, staff, administration, and community businesses throughout the school year.	1	2	3	4	5
d. Assesses program at year end and prepares annual plan to accommodate updated program needs.	1	2	3	4	5
e. Provides for confidential management of student records.	1	2	3	4	5
f. Effectively promotes the career development program to students, faculty, and private business/industry.	1	2	3	4	5
g. The career development program includes the following components:					
Instruction/Training	1	2	3	4	5
Counseling	1	2	3	4	5
Assessment	1	2	3	4	5
Career Information	1	2	3	4	5
Employment Assistance	1	2	3	4	5
Consultation	1	2	3	4	5
Referral	1	2	3	4	5
h. Articulates adult career development with the K-12 model in collaboration with Idaho area school district guidance counselors.	1	2	3	4	5
Other:_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Suggestions for improvement: Target Dates:

_____ _____

_____ _____

_____ _____

B. Structural Resources	Needs Improvement		Average/Satisfactory		Outstanding/ Exceeds Expectations
1. Staffing					
a. Provides adequate numbers of certified, professional staff.	1	2	3	4	5
b. Professional development opportunities and information are provided for staff.	1	2	3	4	5
c. Annual program planning includes written staff development goals and objectives in areas where greater expertise is needed.	1	2	3	4	5
d. Provides adequate clerical support for program.	1	2	3	4	5
e. Provides annual staff reviews and incentives for in-service improvement.	1	2	3	4	5
f. Explores optional sources for staffing assistance, i.e. internships.	1	2	3	4	5
2. Facilities					
a. Provides adequate space for program.	1	2	3	4	5
b. Maintains a user friendly, functional career development area for students.	1	2	3	4	5
c. Provides sufficient space allowing for student privacy in conducting individual and small group counseling sessions.	1	2	3	4	5
d. Resource materials and computer terminals are accessible to all students.	1	2	3	4	5
3. Budget					
a. Provides and supports a career development program budget sufficient to meet goals and objectives.	1	2	3	4	5
b. Explores alternative sources of funding and implements if feasible.	1	2	3	4	5
4. Materials/Equipment					
a. Provides state-of-the-art informational systems in support of career development program annual and long-range planning.	1	2	3	4	5
b. Provides quality word processing for purposes of information, promotion, and recruitment for students and faculty.	1	2	3	4	5
c. Maintains a comprehensive career development library consisting of reference books, materials, and audio/visual resources.	1	2	3	4	5
d. Maintains office supplies for clerical support and professional staff operational use.	1	2	3	4	5
e. Annual assessment of resources/equipment is conducted for purposes of budget development.	1	2	3	4	5

B. Structural Resources (cont'd.)

	Needs Improvement		Average/Satisfactory		Outstanding/ Exceeds Expectations
5. Advisory Committee					
a. An advisory committee is selected to provide guidance to the career development program. Committee membership should be representative of local business, campus community, and populations served.	1	2	3	4	5
b. Maintains an active advisory committee that holds periodic meetings and makes recommendations for planning, implementation, and evaluation within the program.	1	2	3	4	5
Other:_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Suggestions for improvement: Target Dates:

_____ _____

_____ _____

_____ _____

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For additional copies of this model, contact the Idaho State Occupational Coordinating Committee, 650 West State Street, Boise, Idaho, 83720, (208) 334-3705.